

we must pass this amendment and provide HOPWA with additional funding to ensure that people living with HIV and AIDS have access to the stable housing that is necessary for their medical care.

TRIBUTE TO DR. JOHN
O'SHAUGHNESSEY

HON. SAXBY CHAMBLISS

OF GEORGIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mr. CHAMBLISS. Mr. Speaker, today I am proud to honor Dr. John O'Shaughnessey. The Medical Association of Georgia has given Dr. O'Shaughnessey the 2000 Physician's Award for Community Service.

This award is presented only to physicians who rise above the expectations of their medical duties and are intensely involved with community activities. Dr. O'Shaughnessey fits this description precisely as he has donated an immense amount of time and energy to the Macon community.

Dr. O'Shaughnessey has been a dedicated member of the Macon area for many years. In addition to practicing medicine for more than thirty years, he has played an active role in several civic organizations. The Department of Family and Children's Services, the Cherry Blossom Festival, the Macon Civic Club and the Greater Macon Chamber of Commerce are a few of the organizations to which he devotes his time.

The Macon community and myself are very proud of Dr. O'Shaughnessey's service and achievement.

NEW JERSEY SENATE OBJECTS TO
SCHOOL-TO-WORK

HON. BOB SCHAFFER

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mr. SCHAFFER. Mr. Speaker, I rise today to call attention to a resolution recently passed by the New Jersey Senate. Approved on May 10, 1999, Senate Resolution No. 73 express the objection of the State Senate to the School-to-Work provisions being developed by the New Jersey Department of Education.

State Senators Joseph Kyrillos, William Gormley, Scott Garrett, and Guy Talarico achieved a significant victory for quality local education by putting the New Jersey Senate on record opposing the federal School-to-Work curriculum and its goals.

The concerns expressed in this resolution cut to the heart of education reform today: Basic academics, local control, unlimited student opportunity and sufficient quality instructional time are at the forefront of local education efforts and are threatened by School-to-Work. New Jersey is clearly concerned about a radical restructuring of its education system around federal workforce development, "applied learning" and limited student choice. Other states and Congress should take note of the New Jersey's courageous stand.

Mr. Speaker, I hereby submit for the RECORD New Jersey Senate Resolution No. 73 and commend its content to our colleagues.

SENATE RESOLUTION NO. 73

Whereas, The Department of Education is developing a new chapter of administrative code to implement the core curriculum content standards and the Statewide assessment system which will fundamentally reform public education in New Jersey; and

Whereas, A number of the proposals incorporated in the core represent new graduation requirements for public schools students and since the current requirements for graduation were initially established by the Legislature under chapter 7C of Title 18a of the New Jersey Statutes, a revision of those standards of the magnitude incorporated within the proposed code and which represent a fundamental change in the educational requirements for secondary school students should undergo legislative review; and

Whereas, the new code provisions will not be formally proposed, according to the timetable set forth by the Department of Education, until August, 1999; and

Whereas, The new code provisions emphasize career education and include three phases in this area: career awareness in kindergarten through grade 4; career exploration in grades 5 through 8, with the development of individual career plans during this phase; and career preparation in grades 9 through 12, with students being required to identify a career major, from a list of fourteen majors, prior to the start of the eleventh grade; and

Whereas, The new code provisions require that eleventh and twelfth grade students, for a minimum of one day per week or the equivalent thereof, participate in a structured learning experience which is linked to the students' career plan and which could include volunteer activities, community service, paid or unpaid employment opportunities, school-based enterprises, or participation in an apprenticeship program; and

Whereas, The new code provisions will make school-to-work a requirement for all students in the State, and will result in the loss of 20% of academic instructional time, putting students at a competitive disadvantage in collegiate academic programs; and

Whereas, The school-to-work component of the new code provisions will result in limiting students' choices far too early in their lives and imposing job specific skills training on the educational system at the expense of instructional time in academic subjects; now, therefore,

Be it resolved by the Senate of the State of New Jersey:

1. This House objects to the school-to-work provisions incorporated in to the new chapter of administrative code being developed by the Department of Education to implement the core curriculum content standards and the Statewide assessment system. This House urges that school-to-work provisions be eliminated and that local boards of education be allowed to determine the necessity and nature of any career program for their own school district.

2. The Secretary of the Senate shall transmit a duly authenticated copy of this resolution to the State Board of Education and the Commissioner of Education.

STATEMENT

This resolution expresses the objection of the Senate to the school-to-work provisions incorporated into the new chapter of administrative code being developed by the Department of Education to implement the core curriculum content standards and the Statewide assessment system. The resolution also urges that school-to-work provisions be eliminated and that local boards of education be permitted to determine the necessity and nature of any career program for

their own school district. According to the department's timetable, the new chapter of administrative code is not scheduled to be formally proposed until August, 1999.

The school-to-work provisions being developed by the department represent a fundamental shift in the way the children of New Jersey will be educated. The school-to-work provisions emphasize career education and include three phases: career awareness in kindergarten through grade 4; career exploration in grades 5 through 8, with the development of individual career plans during this phase; and career preparation in grades 9 through 12, with students being required to identify a career major, from a list of fourteen majors, prior to the start of the eleventh grade. Eleventh and twelfth grade students would be required to participate in a structured learning experience which could include volunteer activities, community service, paid or unpaid employment opportunities, school-based enterprises, or participation in an apprenticeship program. The structured learning experience would be linked to the student's career plan and would be required of every student for a minimum of one day per week or the equivalent thereof, resulting in a 20% loss of academic instructional time. The school-to-work proposal would limit students' choices too early in their lives and impose job specific skills training on the educational system at the expense of instructional time in academic subjects.

PERSONAL EXPLANATION

HON. JO ANN EMERSON

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mrs. EMERSON. Mr. Speaker, I was attending my daughter's high school graduation and missed the following recorded votes. Had I been present, I would have voted, "no" on rollcall vote 292, "no" on rollcall vote 293, "no" on rollcall vote 294, "yes" on rollcall vote 295, "yes" on rollcall vote 296, "yes" on rollcall vote 297.

PERSONAL EXPLANATION

HON. JIM DeMINT

OF SOUTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mr. DeMINT. Mr. Speaker, last week, I was detained in my district and missed rollcall votes No. 258–269. Had I been present, I would have voted "yea" on all but rollcall vote No. 267. On rollcall vote No. 267, I would have voted "nay".

PERSONAL EXPLANATION

HON. SUE WILKINS MYRICK

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 21, 2000

Mrs. MYRICK. Mr. Speaker, I was unavoidably detained during the following vote. If I had been present, I would have voted as follows:

On June 15, 2000, rollcall vote 279, on the Nethercutt amendment to keep in place the